

**THE EFFECT OF USING PICTURES TOWARD STUDENTS'  
ABILITY IN ORAL COMPOSITION AT NATURAL  
SCIENCE PROGRAM OF SMA NEGERI I  
UJUNGBATU ROKAN HULU**



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1431 H/2010 M**

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Thesis

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for Degree of Bachelor in English Education



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## ABSTRACT

BATDAL NIATI (2010): *“The Effect of Using Pictures toward Students’ Ability in Oral Composition at Natural Science Program of SMA Negeri 1 Ujungbatu Rokan Hulu”.*

Students’ difficulties in expressing their ideas orally have strongly been a problem for English teacher at the second year of natural science program of SMA Negeri 1 Ujungbatu in teaching. It is found through the writer’s preliminary study that most of the students are not able to compose orally, they often run out of ideas in composing orally, they are difficult to comprehend topic given and they have lack vocabularies. Basically, they have learned English since they were the first grade of the school and they have got various lessons given by their English teacher. In reality what has been expected quite contrary. Therefore, the writer interested in researching them.

The subjects of this research are students of Natural Science Program and the object of this research is the effect of using pictures toward students’ ability in oral composition.

This research is quasi-Experimental research that the writer taught directly. The populations of this research are all of the students of natural science program consist of 167 persons. The writer takes two classes as sample, XI IPA 3 is as an experimental class and XI IPA 4 is as a control class.

The techniques of collecting data are using test and classroom observation. In analyzing the data the writer used statistical formula as follow:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Based on the writer’s finding that the experimental class students’ ability in oral composition by using pictures is categorized enough 58.78 and the control class students’ ability in oral composition by using pictures is categorized less 51.19.

There is significant effect of using pictures toward students’ ability in oral composition at natural science program of SMA Negeri 1 Ujungbatu Rokan Hulu. The students are able to create a composition in oral based on pictures directly and freely based on their ideas and imagination about pictures. It can be seen that the result of T-test obtained is 4.51. It is biggest than T-Table either 5% or 1%. It can be read that  $1.99 < 4.51 > 2.64$ . It means that  $H_o$  is rejected and  $H_a$  is accepted.

## ABSTRAK

BATDAL NIATI (2010): *“Efek Penggunaan Gambar terhadap Kemampuan Siswa dalam Mengarang Lisan di Jurusan IPA SMA Negeri 1 Ujungbatu Rokan Hulu”.*

Kesulitan siswa mengungkapkan ide-ide mereka secara lisan menjadi sebuah permasalahan bagi guru bahasa inggris di kelas 2 jurusan IPA di SMA Negeri 1 Ujungbatu dalam mengajar. Hal ini dijumpai oleh penulis dalam observasi pra-riset dimana sebagian besar siswa tidak mampu mengarang lisan, mereka sering kehilangan ide dalam mengarang lisan, mereka kesulitan untuk memahami topik yang diberikan dan juga kurangnya penguasaan kosa kata. Pada dasarnya, mereka telah belajar bahasa inggris sejak kelas satu di sekolah tersebut dan mereka telah mendapatkan berbagai pelajaran yang diberikan oleh guru bahasa inggris mereka. Tetapi, pada kenyataannya, apa yang diharapkan tidak tercapai. Oleh sebab itu, penulis tertarik untuk meneliti mereka.

Subjek penelitian ini adalah siswa kelas dua jurusan IPA dan objek penelitian ini adalah efek penggunaan gambar terhadap kemampuan siswa dalam mengarang lisan.

Penelitian ini adalah penelitian eksperimen semu, penulis mengajar secara langsung. Populasi penelitian ini yaitu semua siswa kelas dua jurusan IPA berjumlah 167 orang. Penulis mengambil dua kelas sebagai sampel yaitu kelas XI IPA 3 sebagai kelas eksperimen dan XI IPA 4 sebagai kelas kontrol.

Tekhnik pengumpulan data yaitu menggunakan tes dan observasi kelas. Dalam pengolahan data tersebut penulis menggunakan rumus statistik yaitu:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Berdasarkan hasil temuan penulis bahwa kemampuan siswa kelas eksperimen dalam mengarang lisan dikategorikan cukup 58,78 dan kemampuan siswa kelas control dalam mengarang lisan dikategorikan kurang 51,19.

Ada pengaruh yang berarti dalam penggunaan gambar terhadap kemampuan siswa dalam mengarang lisan di jurusan IPA SMA Negeri 1 Ujungbatu Rokan Hulu yaitu Siswa mampu mengarang secara lisan berdasarkan gambar secara langsung dan bebas menurut ide dan imajinasi mereka tentang isi cerita dalam gambar tersebut. Hal ini bisa dilihat dari hasil T-test yang diperoleh yaitu 4,51. Ini lebih besar dari T-tabel pada taraf significant baik 5% atau 1%. Hal tersebut bisa dibaca  $1,99 < 4,51 > 2,64$ . Itu berarti bahwa  $H_0$  di tolak dan  $H_a$  diterima.

## الملخص

بتدال نيأتى (٢٠١٠): فعالية استخدام الصور من مهارات الطلاب في إنشاء شفوية نى قسم علم العلوم العالم المدرسة العالية الحكومية ١ أوجوع باتور و كان هولوا .

صعوبات طلاب التعبير عن أفكارهم شفويا ان يكون مشكلة للمدرسي اللغة الإنجليزية الطلاب قسم علم العلوم العالم في المدرسة العالية الحكومية ١ أوجوع باتور في التعليم. هذه المشكلة وجدت الباحثة في لمراقبة البحوث السابقة التي معظم الطلاب غير قادرين على تكوين شفويا ، فإنها وكثيرا ما تفقد هذه الفكرة في إنشاء شفوية، فإنهم صعوبة لفهم موضوع معين ، وكذلك ناقص في اكتساب المفردات في الأساس كان لديهم تعلم اللغة الإنجليزية منذ الصف الأول في المدرسة ويحصلون الدروس المختلفة التي قدمها مدرس اللغة الإنجليزية الخاصة بهم. ولكن في الواقع ما هو متوقع لم يتحقق ، لذلك جذبت الباحثة لبحثهم.

افرد البحث هو الطلاب الصف الثاني قسم علم العلوم العالم ومو ضوع البحث هو فعالية استخدام الصور من مهارات الطلاب في إنشاء شفوية

هذه الدراسة هو البحث شبه تجريبية ، ويدرس الكاتب مباشرة. المجتمع في هذا البحث عدد سكان هذه الدراسة كل الطلاب علم العلوم العالم وصلت إلى ١٦٧ شخصا. وأخذت الباحثة فصلين كما عينة من فئة الحادي عشر (٣) الحادي عشر للعلوم والتجارب العلمية (٤) والطبقات السيطرة.

تقنية جمع البيانات لاستخدام الاختبارات والملاحظات الفصول الدراسية. في تحليل هذه البيانات واستخدامت الباحثة الرموز الإحصائية وهي :

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

من الحاصلة البحث وجدت الباحثة أن مهارة طلاب الصف التجريبية قدراتهم في الإنشاء شفويا وتصنيفها ٥٨,٧٨ في القدرة للسيطرة على فئة الطلاب التي تشكل ما يقرب من ٥١,١٩

هناك تأثير كبير في استخدام الصورة للمهارات الطلاب في الإنشاء شفويا الطلاب قسم تخصص في العلوم المدرسة العالية الحكومية ١ روكان هولوا يستطيع الطلاب في إنشاء شفوية إلى صورة مباشرة وبحرية وفقا لأفكارهم والخيال حول مضمون القصص في تلك الصورة . هذا نظر من حاصلة تجربة ٤,٥١. هذا اكبر من الصندوق في الدلائل ٥ في المئوية أو ١ في المئوية. هذا أن تكون قراءة ١,٩٩ أصغر ٤,٥١ أكبر ٢,٦٤. هذا بمعنى أن مردود Ho و Ha مقبول .

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Language is a means of communication. English is one of the languages, which functions as an instrument of international communication. English is very important in all life sectors. According to Brown (1994: 122) English has become a tool of international communication in transportation, commerce, banking, tourism, technology, diplomacy and scientific research. In addition, Haycraft (1991: 1) in his book wrote that language is a unique expression of an historical development and particular ways of thought. Based on these statements, language is very important in all life sectors such as in teaching-learning.

In Indonesia, English is taught as a foreign language. It is taught in every level of education, started from elementary up to university. And, it is managed by curriculum. On teaching English as a foreign language, students are taught in four language skills: listening, speaking reading, and writing. This statement is strengthened by Brown (1994:217) that there are four skills as paramount importance in English language teaching. They are; listening, speaking, reading, and writing. Furthermore, according to Haycraft:

Then there are various skills involved in the mastery of a language: receptive skills; listening (understanding the spoken language) and reading (understanding the written language); and productive skills – speaking and writing. These involve a further element, selection of the relevant language for the situation concerned. (1991:8)



Based on the statements above, all of the elements of English skills support each other. Speaking is one of productive skills. It is paramount important in language mastery. Speaking ability is the most important aspect because the purpose of language learning is to communicate. Speaking not only can increase students' motivation, but also help students to develop their reading and writing skills.

We need to learn and understand the correct grammar of the language in speaking and writing correctly. This statement is strengthened by Margaret (2005: i) that there is no other way, except by way of learning and understanding the correct grammar of the language. Even though students are able to use correct grammar, but it does not definite they have been able to express in oral. Because a student's language mastery is measured on not how far he / she know about language but how he / she use it well.

There are some ways to encourage students in speaking. One of them is create oral composition. Oral composition is an ability to express ideas, feelings, and knowledge orally. In expressing ideas orally involve thinking even imagination. So, oral composition can help students to express their ideas.

Before produce oral composition students should have ideas to support it. Sometimes, to gain ideas are difficult. It needs time. Sometimes, when students have ideas, they are difficult to express it even they are not confident to express it. Students' difficulties in expressing their ideas orally have strongly been a problem for English teacher to find effective technique in teaching. One of technique that used to encourage students' ideas in creating oral composition is using pictures.

This statement is strengthened by Dash (2007: 97) that to help a class to produce oral composition is using pictures.

Pictures are one of interested media that can stimulate students' ideas in teaching learning. By using pictures, students will be more interested, motivated, and encouraged in expressing ideas. According to Hammer, J (2007:118) "pictures offer a wealth possibilities". Teacher can ask students to describe group of pictures". The students have to imagine what content of pictures and tell it orally. The application of pictures are clearly intended to enable students to analyze and comprehend such as pictures that will probably be given to them, so, they are able to build sentences similar to pictures.

To get Pictures are very easy. It can be found wherever. Traditionally, Pictures have been used in starting point for writing exercises, but pictures are useful for stimulate students in speaking especially in oral composition. This statement is strengthened by Dash (2007: 97) Pictures can be used either oral or written composition. Pictures or oral composition means that students express their ideas to create composition based on pictures and tell it orally. Students will use their imagination to compose condition, people, and things in pictures. It clearly shows us an effect of using pictures toward students' ability in oral composition.

Because pictures are one of the techniques to encourage students' ideas in creating oral composition, the writer is interested for researching the effect of using pictures toward students' ability in oral composition. The writer addressed the students of natural science program of SMA Negeri 1 Ujungbatu. The writer is

interested to choose the second year students of natural science program because it has never been taught how to create composition in oral. Therefore, the writer decided to research the effect of this theory through quasi experimental research.

The second year students of natural science program study English for twice a week (4 x 45 minutes) and English day for once a week and also the students use books that contain pictures. Teacher has tried to make students are able to communicate interpersonal and intrapersonal. The total teaching English is 49 meetings in a semester (syllabus SMA/MA).

Ideally, students have been able to communicate interpersonal or intrapersonal, able to express ideas and confident to express it orally. But, in reality, what has been expected to quite contrary. Based on the writer's observation and preliminary study to students of second year of natural science program of SMA Negeri 1 Ujungbatu, it seems that the most of students are not able to create oral composition, they run out of ideas in composing orally, they are not confident to speak orally, and they have lack vocabularies. The symptoms of can be more explained as follows:

1. Some of the students are difficult to express their ideas orally.
2. When the teacher asks students to express their ideas, they just show few sentences.
3. Some of the students are difficult to comprehend the topic given.
4. Some of the students have difficulties in arranging the sentences orally.

5. Some of the students feel worried to make mistake in composing orally.

To solve the symptoms above, the writer is interested and wants to obtain the effect of using pictures toward students' ability in oral composition. So, the writer wants to test media pictures in oral composition. The writer is interested in carrying out a research entitled. THE EFFECT OF USING PICTURES TOWARD STUDENTS' ABILITY IN ORAL COMPOSITION AT NATURAL SCIENCE PROGRAM OF SMA NEGERI 1 UJUNGBATU ROKAN HULU.

## **B. Definition of Term**

In order to avoid misunderstanding and misinterpretation in reading this paper, it is necessary to define the following terms:

### **1. Effect**

Effect is having in an affect able to bring about result intended. (Hornby: 370). The effect means that the writer wants to obtain how far the effect of the pictures toward students' ability in oral composition.

### **2. Pictures**

Pictures is painting, drawing that shows a scene a person or things (Hornby, 2000: 322). Pictures here mean that a media that used to help students to make oral composition.

### 3. Ability

Ability is a skill or power (Hornby, 2000: 1). Ability here means that students are able to oral composition.

### 4. Oral Composition

Oral composition is train to put together words and phrases already learnt and express thought (ideas) together orally (Dash, 97). Oral composition here means that students can express their ideas about pictures orally.

Based on definition above it refers to identify the effect of using pictures toward students' ability in oral composition after giving treatments.

## **C. Problem**

### **1. The Identification Of The Problem**

Based on the description above, the problem can be identified as follows:

1. Why are some of the students difficult to express their ideas orally?
2. Why do some of the students just show few sentences when the teacher asks students to express their ideas?
3. Why are some of the students difficult to comprehend the topic given?
4. Why do some of the students have difficulties in arranging the sentences in oral?
5. Why do some of the students feel worried to make mistake in composing orally?

## **2. The Limitation of the Problem**

Because the problems are broad enough, the writer needs to limit the problem of this research. This research is limited to obtain the effect of using Pictures toward Students' Ability in Oral Composition at Natural Science Program of SMA Negeri 1 Ujungbatu Rokan Hulu.

## **3. The Formulation of the Problem**

Based on the limitation of the problem, the writer formulates the problem as follow: Is there any significant effect of using pictures toward students' ability in oral composition at Natural Science Program of SMA Negeri 1 Ujungbatu Rokan Hulu?

## **D. The Reasons of Choosing the Title**

- a. Pictures is one of interested media that can be used to stimulate students in teaching learning process
- b. Pictures can stimulate students to create composition, either in oral or written.
- c. This research is relevant to the writer's status as a student of department of English education at UIN SUSKA Riau Pekanbaru.
- d. This research is relevant to the writer's status as a candidate teacher that should know how to use various media in teaching learning process.

- e. As far as the writer knows, this title is not researched yet.

## **E. The Objective and Significance of the Research**

### **1. The Objective of the Research**

The objective of the research is to identify whether or not using pictures have effect toward students' ability in oral composition at of natural science program of SMA Negeri I Ujungbatu.

### **2. The Significance of the Research**

The significance of this research is presented as follows:

- a. The writer hopes, this research can be applied by teachers to increase students' ability in oral composition.
- b. To provide teachers with some information about teaching by using pictures in oral composition.
- c. To give some contribution to students to improve their ability in oral composition.
- d. To add references for other researchers having the same problem as the writer
- e. To complete one of the requirements intended to finish the writer's study program at English Education department of Education and teacher training faculty of State Islamic University of Sultan Syarif Kasim Riau.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### **A. The Nature of Media Pictures**

Teaching media is an instrument, it uses to make good communication and interaction between teacher and students in teaching learning process. This statement is strengthened by Hamalik (1994: 12) that the effect of teaching learning process can be achieved by using instrument, good methods and good technique that should be done by teacher.

Gagne in Sadiman (2009: 6) said that media are some of the components that are used to stimulate students in learning. Teachers need media to help them present information to students easily. By using media, they can give motivation to students in learning and make them not bored in learning.

As Sadiman stated that:

There are three kinds of media; audio media, visual media and projected media. Audio media include; radio, tape recorder, laboratory, and etc. Visual media include; pictures / image, chart, graph, poster, cartoon, map, and etc. Projector media include; television, film, OHP, loop film, video, and etc. (2009: 28)

Among teaching media, pictures are an easy one to use in teaching. It is easy to understand and easy to get. Moreover, aphorism China states that pictures can speak more than million words. As Scrivener (2005) in Kalayo (2007: 46) wrote that some common communicative activities for students in learning. They are; pictures, group planning task, list sequencing task, pyramid discussion, board games, and puzzle and problems. Furthermore, according to Kalayo (2007:7) one of the ways of learning is thinking in image and pictures.



Pictures is painting, drawing that show a scene a person or thing (Hornby, 2000: 322). As Ryan (2009: 1) said that “Pictures can be a catalyst giving rise to the production of thousands of words and multitude of creative and analytical thoughts.” Pictures can be implemented to elementary level to advanced level. It will benefit and invaluable in speaking orally.

Sulieman (1988: 28) stated that value of a picture depend on how far someone absorb or interpret meaning that is contained in it. It cause everyone has different opinion in understanding picture. Usually, pictures have something that wanted to show, give some information and tell about something. Therefore, by pictures people can compose about condition, people, and thing effectively.

Teacher can use pictures to help students in analyzing something or to build up creative thinking even Pictures can help students to create oral composition. According to dash (2007: 98) students can make a list and compose the objects and pictures in their own then exercise become composition. That is caused by Students will be guided by the pictures to express their ideas. Firstly, Students look at the pictures and tries to tell what they have seen. They will consider what the pictures talks about. Secondly, the students can build sentences based on pictures and save information about the pictures in their brain. Third, students try to tell or create something orally. Pictures can tell everything as if it happens in reality because pictures are honest telling situation in detail. The functions of pictures in oral composition are;

1. To attract the students’ interest and motivation in learning.
2. To improve students’ ability in oral composition.

3. To create oral composition and written composition.
4. To give new information to students.

As Sadiman (2009) said that pictures have some advantages, they are;

1. Pictures are concrete and more realistic.
2. Pictures can fill limitation of place and time.
3. Pictures are easy to get and cheap.
4. Pictures can overcome limitation of observation.
5. Pictures can make problem is clearest.

#### **B. The Criteria of the Good Pictures**

To understand pictures depended on someone's ripeness model. According to Hamalik (1994: 64) there are three ripeness model of children's development ability; ability to observe, to determine, and to interpret objects in the pictures. In addition children also have development ability in artistic. Furthermore, Hamalik (1994:67) stated that pictures as teaching media will be effective if picture has criteria as following to:

1. Authentic pictures. It means that pictures used are like the fact.
2. Simple pictures. It means that Pictures has simple color, nature, and esthetic that can make an impression.
3. Items pictures. There is an item or object in pictures and is familiar to students. The students can catch the point of the pictures.

4. Action pictures. It means that Pictures that are used in teaching show activities done, because the students are more interested and easy to understand the meaning of the action on teaching.
5. Photography pictures. It means that students will be more interested in pictures that have photography.
6. Artistic pictures. It means that using of pictures should be suitable with the result achieved.

### **C. The Nature of Oral Composition**

According to Dash (2007: 96) composition is divided into two written and oral composition. Written composition is an ability to express ideas, feelings, and knowledge in writing. Oral composition is an ability to put together words and phrases already learned, express thought, ideas in orally. On the other hand students are able express ideas, feelings, and knowledge in oral.

Oral composition is not intended as a substitute for written composition; but rather the two are to co-operate, to supplement and aid each other. According to Wilson (2006: 11) if someone knows how to write order, clearness, and force, she/he will be able transfers his ability in oral. If someone is able to make interesting talk, developing smooth language and choice of words, she/he can easily apply some of these qualities in writing. The ability to express ideas correctly and freely in written composition depends upon the ability in the oral composition.

According to Shum (2006: 1) the process of composition is psychologically complex. It involves psychological elements like attention, cognition, memory, imagination, thinking, emotion, etc. In oral composition, it will involve all of these elements. Pictures can help students in making oral composition. If teacher gives students pictures then ask them to compose it directly, students will think quickly and try to compose the pictures in their brain and then try to tell about pictures orally. It will involve students' attention, imagination, feeling, knowledge, etc.

According to Dash (2007: 97) to help students produce good oral composition, a teacher needs careful preparations. They are; a teacher ask to students to describe pictures, teacher guides students to build sentences or story orally, guides students to have good command of English, proceed from simple composition to difficult, and use familiar vocabularies to encourage student's ideas.

#### **E. The Effect of Using Pictures for Oral Composition**

According to Gardner in Kalayo (2007: 16) there are many types of intelligence that have been by people. One of them is intelligence in understanding picture. Not all of people have intelligence in understanding pictures. Therefore, people have different opinion in understanding pictures. A picture has a value depend on how to interpret meaning in it or picture will has value if someone is able to absorb meaning in it.

Heaton (1991: 71) stated that pictures, maps, and diagrams can be used effectively for testing such speaking, vocabulary, and reading. According to Alexander (1975: ix) to train students in speaking (oral composition) can be through by using pictures. Furthermore, According to Hammer (2007: 118) pictures are excellent activity for practice writing and also useful for oral version. Usually, pictures are used for written composition but also effective in oral composition. Pictures offer wealth of possibilities. In addition, Haycraft (1978:107) stated that pictures for oral composition refer to a number of pictures which make up a story. The students can tell each picture, separately. It means that Pictures are effective to train students to express their ideas orally. According to Dash (2007: 100) using pictures for oral composition has effect toward students' ability. They are; increasing students' intelligence in understanding pictures, developing students' creative thinking, improving students' vocabularies, students are easy to arrange story from pictures, and support students' in speaking.

Littlewood (1995:33) stated that pictures are cut up into its separate pictures. It is useful to build up interesting story. There are two levels language in this activity. They are description and narration. It is interested because it can elicit students' ability to use particular grammatical form. According to Heaton (1991: 93) Pictures depict a story or sequence of events. It is useful by starting one or two sentence. It is building up pictures of sequence events to gain understanding of what reality happen in pictures. Students are given sequence of pictures which tell a story. Students have had a chance to look of pictures.

Students have to describe pictures that they have seen. Then, they have to analyze, and imagine what content of pictures and tell it orally.

Using pictures for oral composition are also interested because students can describe pictures or build up story as if that people in the pictures are them. And also Students' ability in oral composition will support them in expressing ideas in speaking.

#### **F. Testing of Students' Ability in Speaking**

According to Sinclair in Fitri (2008:11) to measure students' ability in speaking, a teacher should focus on accuracy and fluently or both. Focus on accuracy; grammar, vocabulary, pronunciation, stress, and intonation. Focus on fluently; meaning and spontaneity.

Wilson (2006: 17) stated that to evaluate student's ability in oral composition by using pictures, a teacher can use some criteria as follows to:

1. Content: comprehension, sequence, developing ideas, clarity and complexity of ideas.
2. Grammar
3. Vocabulary: description, narration, argumentation, exposition
4. Oral expression: pronunciation, vocabulary, fluently, articulation, volume, tone

According to Henning (1987: 35) rating oral communication performance are; fluency, pronunciation accuracy, grammar accuracy, expressive content.

Moreover, according to Harris in Fitri (2008:12) that the sequence of speaking rates:

#### 1. Comprehension

5= complexity and clarity ideas

4= has few inappropriate clarity ideas

3= content is rather difficult to be comprehended. However, it is still related to topic or pictures.

2= content is very difficult to be comprehended.

1= content can not be comprehended.

#### 2. Grammar

5= making any errors in grammar or word order

4= making few errors in grammatical. However, obscure meaning

3= making frequent errors in grammar that occasionally obscure meaning

2= grammar is difficult to be comprehended.

1= errors in grammar and unintelligible

#### 3. Pronunciation

5= has few traces of foreign accent

4= always intelligible

3= pronunciation problem and occasionally lead to misunderstanding

2= very hard to understanding. Must frequently be asked to repeat

1= pronunciation problem and unintelligible

#### 4. Vocabulary

5= using vocabularies virtually that of a native speaker

4= sometimes uses inappropriate term and must rephrase ideas

3= frequently uses the wrong words

2= misuses of words and difficult to be comprehended

1=vocabulary limitations and use Indonesian words

#### 5. Fluently

5= speech as fluently and effortless as a native speaker

4= speed of speech seem to be slightly because of language problem

3=speed and fluently as rather strongly because language problem

2=usually hesitant, often be silence

1=speech is halting and fragmentary as to make speech virtually.

Table 2.1

The Specification of the test

No	Criteria	High Score
1.	Comprehension	20
2.	Grammar	20
3.	Pronunciation	20
4.	Vocabulary	20
5.	Fluently	20

Table 2.2

Category and score of Speaking

Category	Score
5	17-20
4	13-16
3	9-12
2	5-8
1	1-4



Table 2.3  
The classification of Students' score

No	Score	Value	Category
1.	80-100	A	Very good
2.	70-79	B	Good
3.	60-69	C	Enough
4.	50-59	D	Less
5.	0-49	E	Fail

Sudjono (2003:53)

### G. Relevant Research

Susi Yamiarsih (2008) the title is "The Effectiveness of Using Media pictures Chart to Increase Students' Ability in Speaking English at the Second Year of SMP Pasir Penyus District of Indragiri Hulu Regency". The sample of the research was only one group consisting of 36 students. In her research, she found that the pictures chart can help the teacher and the students to improve the students' speaking in all of aspects; they are grammar, fluently, pronunciation and vocabulary. The conclusion of this research is there was significant effect of using pictures chart to increase students' ability in speaking. It can be seen from percentage obtained that is 57 %.

Julia Fitri (2008) conducted a research entitled "The Effectiveness of Using Pictures Story toward Students Speaking Ability of the Second Year Students at SMAN 1 Singingi". She took two classes as sample; experimental class and control class. In her research, she found that the pictures story have

significant effect toward students' speaking ability. It can be seen from test that used; experimental class is good and control class is enough.

Based on these pieces of research, visual aid is very important in teaching learning process, especially pictures is effective in increasing and developing student's ability in speaking. The researchers found the effect of pictures chart and pictures story in increasing students' ability in speaking. These pieces of research are relevant to writer's research, but the objects of research are different. The writer wants to observe the effect of using pictures toward student's ability in oral composition that has never been investigated by other researchers.

#### **H. Operational Concept**

Operational concept is the concept used for giving an explanation about theoretical framework. In this research, there are two variables; they are (1) the effect of using pictures as an independent variable (X) and (2) Students' ability in oral composition as a dependent variable (Variable Y).

The writer took two classes as sample; experimental class and control class. Experimental class is treated by using pictures and control class is taught with a usual technique. However, the test that given to each class is the same, only different from treatments. All technique applied are for the students' ability in oral composition. Here are the steps of teaching for each group:

## Experimental Class

### Variable X

1. The teacher elicit students' interested toward pictures.
2. The teacher asks students to analyze content of pictures.
3. The teacher gives some familiar vocabularies related to pictures to help students developing their ideas.
4. The teacher gives examples of simple composition to encourage students in making composition orally.
5. The teacher asks students to describe pictures.
6. The teacher asks students to arrange a story from pictures
7. The teacher asks students to create a composition orally in front of the class.
8. The teacher evaluates the students based on grammar, Comprehension, vocabulary, oral expression (pronunciation), fluently.

### Variable Y

There are some indicators for good oral composition ability;

1. The students are able to identify contents of the pictures.
2. The students are able to describe pictures directly.
3. Students actively ask teacher how to express something in the pictures.
4. The students are able to choose words that fit into pattern in oral composition.

5. Students are able to arrange a story from pictures.
6. Students are able to create composition orally based on pictures.

#### Control Class

In this class is served by using conventional technique but the materials and purpose of teaching are the same.

### **I. The Assumption and Hypotheses**

#### **1. Assumption**

The writer wants to assume as follows:

- a. Students have different ability to understand the pictures
- b. The more students know about picture, the easier students create oral composition.
- c. The more effective teacher uses picture, the higher students' ability will be.

#### **2. Hypotheses**

Ha : There is significant effect of using pictures toward students' ability in oral composition at natural science program of SMA Negeri I Ujungbatu Rokan Hulu.

Ho : There is no significant effect of using pictures toward students' ability in oral composition at natural science program of SMA Negeri I Ujungbatu Rokan Hulu.

## CHAPTER III

### METHOD OF THE RESEARCH

#### **A. Location and Time of the Research**

The research was conducted at Second Year of Natural Science Program of SMA Negeri 1 Ujungbatu Rokan Hulu. It is located on Sudirman Street at Ujungbatu Rokan Hulu. The research began on April to May 2010.

#### **B. The Subject and the Object of the Research**

The Subjects of this research is students of natural science program of SMA Negeri 1 Ujungbatu Rokan Hulu, while the object of this research is the effect of using pictures toward students' ability in oral composition.

#### **C. Population and Sample**

The population of this research is all of the students at natural science program of SMA Negeri 1 Ujungbatu Rokan Hulu. Total students of second year natural science program are 167 students. It consists of four classes; XI IPA 1, XI IPA 2, XI IPA 3, and XI IPA 4. The sample of this research is two classes; XI IPA 3 and XI IPA 4. The writer used experimental class and control class by using cluster sampling. XI IPA 3 as experimental class and XI IPA 4 as control class. The population can be seen in table bellow:

Table 3.1  
Total Population of the Research

Class	Male	Female	Total
XI IPA 1	10	32	42
XI IPA 2	13	29	42
XI IPA 3	12	29	41
XI IPA 4	17	25	42
TOTAL			167

(Source: SMAN 1 Ujungbatu)

#### **D. Research Design**

In this research the writer wanted to obtain the effect of using pictures toward students' ability in oral composition. To obtain the effect of using pictures toward students' ability, the writer used Quasi-experimental research. The writer taught the students directly in the class and observed by the English teacher. To obtained students' ability in oral composition, the writer used performance test for students.

According to Sukardi (2009:186) the type of this research can be design as follows:

Table 3.2  
The Research Design

Class	Pre-Test	Treatment	Post-Test
E	T1	X	T2
C	T1	-	T2

(Adopted by Sukardi: 2009:186)

E : Experimental class

C : Control class

T1 : Pre test to experimental and control class

X : treatments for experimental class

T2 : post-test to experimental and control class

## **E. Technique of Data Collection**

The data are collected by using some techniques, they are:

### **1. Observation**

To obtain how the ways of using pictures toward student's ability in oral composition, the writer was observed by English teacher teaches when the writer taught directly in the classroom.

### **2. Test**

To obtain the ability of the students in oral composition by using pictures, the writer gave test. The tests consist of pre-test and post-test. Pre test was given to the students in experimental class and control class. It gave before treatments. The writer used same picture to both classes. The writer used pictures from students' book. After writer got result of pre-test, the writer began doing treatments to the students in experimental class. Then, the writer gave Post-test after treatments. The writer gave same picture to students in experimental class and control class. Students were tested one by one to show their ability in oral composition.

## **F. Validity and Reliability of the Test**

### **1. Validity**

The most important of a test is validity. Validity is a degree to measure a test that suppose to measure. Validation of a test is valid for particular interpretation or particular group intended to interpret score of its own validation. A test score can be measured from what the students learned.

According to Airasian and Gay (2000:162) there are three distinct approaches to test validity: content validity, criterion-related validity, and construct validity. They focus on, extent to test items or questions reflected to content area being measured; test predicted future performance; extent to which construct being measured. To know the validity of the test, the writer used the following formula:

$$r_{xy(max)} = \frac{r_{xy}}{\sqrt{r_{tt(x)}}} \quad r_{xy(max)} = \frac{r_{xy}}{\sqrt{r_{tt(y)}}}$$

(Henning, 1987:90)

$r_{xy(max)}$  = maximum validity possible for a given reliability

$r_{xy}$  = the estimated validity coefficient for test X and Y

$r_{tt(x)(y)}$  = the estimated reliability coefficient for test X and Y

Where:

$$r_{tt(x)} = r_{1,2}, \quad r_{xy} = \frac{\sum(x - \bar{x})(y - \bar{y})}{\sqrt{\sum(x - \bar{x})^2 \sum(y - \bar{y})^2}}$$

Where:

$r_{tt}$  = the reliability coefficient

$r_{1,2}$  = the correlation of the score at time one with those at time two for the test used with the same persons.

(Computational Formula: 60)



## 2. Reliability

A test should be reliable as measurement instruments. According to Airasian and Gay (2000: 170) the more reliable a test, the more confident we can obtain the same score if the test were obtained to same test takers. It means that reliability of test reliable is if a test re administered to the same test takers. The validity test is appropriateness of a test or measurement and reliability produces score consistently.

Heaton in Fitri (1988:162) explained that reliability is used in public achievement and proficiency test and classroom test. The reliability of test is affected by some factors, they are; extent of sample that selected for testing, and administration of test. In test of oral production, administration of test is important in deciding reliability. Sukardi (2009:128) stated that the test is perfectly reliable if the coefficient +1 or -1.

According to Arikunto (2006: 189) the formula of estimating reliability as follows:

$$r_{tt} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{M \{k-m\}}{kVt} \right)$$

$r_{tt}$  = reliability total test

$K$  = the Number of items in the test

$M$  = Mean

$Vt$  = Variance total

## G. Technique of Data Analysis

In analyzing data, the writer used performance test for students and to support data, the writer used observation list. These scores were analyzed by using statistic analysis. Ferguson in Fitri (1970:229) explained that to obtain the homogeneity of result of pre-test by using statistical formula as follow:

$$Fo = \frac{Sb^2}{Su^2}$$

$S_b^2$  = the Highest variance

$S_u^2$  = the lowest variance

The different mean of scores were analyzed by using T-Test Formula.

Adopted Hartono (2004: 193) the formula of T-Test as follows:

$$to = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

to = the value of t-obtained

Mx = mean score of pre – test

My = mean score of post – test

SDx = Standard deviation of pre – test

SDy = standard deviation of post-test

N = Number of Students

The T-table is used to see the whether there is significant different between mean score in both experimental and control classes.

Statistically hypothesis:

$H_o = t_o < t \text{ table}$

$H_a = t_o > t \text{ table}$

Criteria of hypotheses:

1.  $H_o$  is accepted if  $t_o < T\text{-Table}$  or it can be said that there is no effect of using pictures toward students' ability in oral composition.
2.  $H_a$  is accepted if  $t_o > T\text{-Table}$  or it can be said that there is effect of using pictures toward students' ability in oral composition.

## CHAPTER IV

### DATA PRESENTATION AND ANALYSIS

#### **A. Description of Data**

The purpose of this research is to obtain the effect of using pictures toward students' ability in oral composition. The data were obtained from students' post-test scores of experimental class and control class. Before giving pre-test, the writer gave try out to other class to find out reliability and validity of pictures that would be used to Experimental class and Control class. Then, to obtain the homogeneity of students' ability, the writer gave pretest to XI IPA 3 and XI IPA 4. The writer asked students to make composition based on picture. The picture that used is same in both classes. Based on result of pre-test, it found that XI IPA 3 as experimental class and XI IPA 4 as control class. Then, the writer gave treatments to experimental class for eight meeting.

After giving treatments to experimental class, the writer gave one picture to test students' ability in oral composition. The writer asked students to create oral composition. Almost every student has different opinion about pictures, they tell different story. In control class, the writer used same picture to test students' ability in oral composition. Students' ability in oral composition was evaluated based on grammar, comprehension, vocabulary, oral expression (pronunciation), fluently. The totals of post-test in both classes were significantly different. The total score of the experimental class is 2378 while the highest score is 74 and the lowest is 48. The total score of control class is 2058 while the highest is 72 and

the lowest is 40. To support data, the writer used classroom observation. It just has been used in experimental class. Based on data analysis, the percentage of classroom observation is 76.25%.

## **B. The Data Presentation**

There are two data presentation that are served by the writer. They are; data from classroom observation and data from pre test and post test, and they are as follows:

### **1. Data from Classroom Observation**

The writer taught the students directly. The English teacher always observed the writer in the classroom. The English teacher observed the writer for eight meetings in experimental class. To obtain how to use pictures for oral composition, the writer took data from classroom observation. It will be described in the tables that present frequency distribution of each observation. To make data clearer, it can be seen in table below:

Table 4.1  
The Observation Percentage Recapitulation  
of Using Pictures for Oral Composition in the Classroom

No	Indicators	Total	
		Yes	No
1.	The teacher shows and introduces the pictures to the students and gives a topic.	8	0
2.	The teacher asks the students what they know about pictures.	8	0
3.	The students give comments about pictures and answer the teacher's questions.	8	0
4.	The teacher encourages students' responses by showing important things of the pictures.	5	3
5.	The students describe the pictures by mentioning the important things relating to the pictures.	3	5
6.	The teacher gives some vocabularies related to the pictures to make students confident to express their ideas.	7	1
7.	The teacher gives examples of simple composition to encourage students' opinion and elicits the students' responses to make composition in oral by a few sentences.	7	1
8.	The students try to make composition by using pictures.	6	2
9.	The teacher asks the students to create composition in oral based on pictures in front of the class.	5	3
10.	The teacher evaluates the students based on grammar, Comprehension, vocabulary, oral expression (pronunciation), fluently.	4	4
TOTAL		61	19

Percentage	76.25%	23.75%
------------	--------	--------

$$P = \frac{F}{N} \times 100\%$$

$$\frac{61}{80} \times 100\% = 76.25\%$$

$$\frac{19}{80} \times 100\% = 23.75\%$$

The table above showed the result of observation of using pictures for oral composition in the classroom in experimental class. The result of observation for answer “yes” is 76.25% and for answer “No” is 23.75%.

The table indicators showed some frequently aspects implemented by the teacher in the classroom. It can be seen as follows:

- The teacher shows and introduces the pictures to the students and gives a topic. Teacher applied this item in every meeting. The teacher gave some pictures every meeting. The students were interested toward pictures.
- The teacher asks the students what they know about pictures. Teacher applied this item in every meeting. The students always interpreted content of pictures.
- The students give comments about pictures and answer the teacher’s questions. The students have different opinion about pictures. Sometimes, they made a story as if they were in the pictures or they used their friends name to make a story.
- The teacher encourages students’ responses by showing important things of the pictures. The students gave responses about pictures

- The teacher gives some vocabularies related to the pictures to make students confident to express their ideas. The students more were confident to express their ideas because they used familiar vocabularies that help them developing their ideas.
- The teacher gives examples of simple composition to encourage students' opinion and elicits the students' responses to make composition in oral by a few sentences. The students can start to make composition by simple composition then they can develop it.
- The students try to make composition by using pictures. The students were able to make composition. Everyone tried to make a sentence become a composition.
- The teacher asks the students to create composition orally based on pictures in front of the class. The students create composition orally in front of the class one by one. From one picture, everyone told a story in different version.

The table indicators show some frequently aspects that are not implemented by the teacher in the classroom. It can be seen as follows:

- The students describe the pictures by mentioning the important things relating to the pictures. The students analyze pictures then try to make composition. Basically, if describe pictures together, almost of the students are able to describe it. But sometimes, they were not able to describe it one by one. So, it needed more treatments.



- The teacher evaluates the students based on grammar, Comprehension, vocabulary, oral expression (pronunciation), fluently. The teacher record students' ability in oral composition and evaluated it. If result of test was not achieved well, the teacher gave more interested treatments.

Based on the table above, it can be seen that the most frequent treatments of using pictures had been implemented by the teacher to increase students' ability in oral composition in the classroom. The result of students' ability in oral composition can be seen from data from test.

### **1. Data from Test**

The data of this research were gotten from the score of students' pre test and post-test. All of data were collected trough the following procedures:

1. In Both classes (experimental and control class) students were asked to express their ideas in oral.
2. The teacher evaluated students' oral composition performance.
3. Oral composition performance was recorded by sound recorder

The data below are the students' score in oral composition as the result of research.

Table 4.2  
The Scores of Students' Ability in Oral Composition

STUDENTS	EXPERIMENTAL CLASS		STUDENTS	CONTROL CLASS	
	PRE-TEST	POST-TEST		PRE-TEST	POST-TEST
Student 1	40	62	Student 1	40	42
Student 2	56	52	Student 2	44	50
Student 3	42	50	Student 3	42	44
Student 4	40	52	Student 4	40	64
Student 5	48	58	Student 5	40	50
Student 6	46	64	Student 6	48	50
Student 7	54	72	Student 7	50	42
Student 8	46	54	Student 8	42	68
Student 9	42	56	Student 9	40	42
Student 10	54	70	Student 10	48	40
Student 11	42	56	Student 11	40	52
Student 12	52	60	Student 12	46	42
Student 13	44	64	Student 13	40	44
Student 14	48	62	Student 14	44	40
Student 15	44	52	Student 15	40	42
Student 16	44	56	Student 16	44	70
Student 17	46	54	Student 17	50	46
Student 18	42	56	Student 18	42	40
Student 19	40	54	Student 19	56	42
Student 20	54	54	Student 20	52	42
Student 21	54	48	Student 21	54	56
Student 22	54	64	Student 22	56	52
Student 23	44	54	Student 23	50	54
Student 24	44	52	Student 24	44	66
Student 25	46	68	Student 25	42	60
Student 26	50	74	Student 26	54	72
Student 27	46	62	Student 27	46	56
Student 28	56	54	Student 28	56	56
Student 29	54	54	Student 29	50	44
Student 30	44	58	Student 30	54	50
Student 31	52	54	Student 31	52	48
Student 32	48	56	Student 32	60	54
Student 33	48	60	Student 33	46	58
Student 34	42	60	Student 34	42	48
Student 35	44	58	Student 35	62	46
Student 36	48	60	Student 36	50	48
Student 37	42	56	Student 37	46	46
Student 38	82	60	Student 38	42	58
Student 39	54	60	Student 39	44	62
Student 40	44	66	Student 40	40	60
Student 41	48	74	Student 41	48	46
Student 42	-	-	Student 42	48	58
TOTAL	1968	2410	TOTAL	1974	2150

From the table above, the writer found that the total score of pre test in experimental class is 1968 while the highest is 82 and the lowest is 40. The total score of pre test in control class is 1974 while the highest is 62 and the lowest is 40. The total score of post- test in experimental class is 2378 while the highest is 74 and the lowest is 48. The total score of post-test in control class is 2058 while the highest is 72 and the lowest is 40. The score was given by the raters. Each score is gotten from score that given by rater 1 and 2. The total scores were divided two. For example:

Student 1: the rater 1 gave score 64 and rater 2 gave 58. The total is  $114:2= 52$ . So the score of student 1 is 62.

## 2. Validity and Reliability of the Test

### a. Validity of Test

#### 1) Validity for Experimental Class

$\bar{x}$  = Pre test Experimental

$\bar{y}$  = Post test Experimental

$$\bar{x} = \frac{\sum x}{N} = \frac{1968}{41} = 48 \qquad \bar{y} = \frac{\sum y}{N} = \frac{2410}{41} = 58.78$$

$$\begin{aligned} r_{tt(x)} = r_{1,2}, r_{xy} &= \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{\sum (x - \bar{x})^2 \sum (y - \bar{y})^2}} \\ &= \frac{\sum (1968 - 48)(2410 - 58.78)}{\sqrt{\sum (1968 - 48)^2 \sum (2410 - 58.78)^2}} \end{aligned}$$

$$\begin{aligned}
&= \frac{\Sigma(1920) (2351.22)}{\sqrt{\Sigma(1920)^2 (2351.22)^2}} \\
&= \frac{\Sigma(4514342.4)}{\sqrt{\Sigma(3686400)(5528235.48)}} \\
&= \frac{\Sigma(4514342.4)}{\sqrt{\Sigma(20379287273472)}} \\
&= \frac{4514342.4}{4514342.4} \\
&= 1.0
\end{aligned}$$

## 2) Validity for Control Class

$\bar{x}$  = Pre test Control

$\bar{y}$  = Post test Control

$$\bar{x} = \frac{\Sigma x}{N} = \frac{1974}{42} = 47$$

$$\bar{y} = \frac{\Sigma y}{N} = \frac{2150}{42} = 51.19$$

$$\begin{aligned}
r_{tt(x)=r_{1,2}, r_{xy}} &= \frac{\Sigma(x-\bar{x}) (y-\bar{y})}{\sqrt{\Sigma(x-\bar{x})^2 (y-\bar{y})^2}} \\
&= \frac{\Sigma(1974-47) (2150-51.19)}{\sqrt{\Sigma(1974-47)^2 (2150-51.19)^2}} \\
&= \frac{\Sigma(1927) (2098.81)}{\sqrt{\Sigma(1927)^2 (2098.81)^2}}
\end{aligned}$$

$$\begin{aligned}
&= \frac{\Sigma(4044406.87)}{\sqrt{\Sigma(16357226930103.1969)}} \\
&= \frac{4044406.87}{4044406.87} \\
&= 1.0
\end{aligned}$$

Knowing that the validity cannot exceed unity bigger than (1.0), it then becomes theoretical upper limit of the validity coefficient, that is 1.0. It means that the tests were valid.

## **b. Reliability of the Test**

### **1) Reliability for Experimental Class (Post test)**

$$k = 41$$

$$m = 58.78$$

$$Vt = 6.31$$

$$\begin{aligned}
rtt &= \left( \frac{k}{k-1} \right) \left( 1 - \frac{M \{k-m\}}{kVt^2} \right) \\
&= \left( \frac{41}{41-1} \right) \left( 1 - \frac{58.78 (41-58.78)}{41(6.31)^2} \right) \\
&= \left( \frac{41}{40} \right) \left( 1 - \frac{(-1045.10)}{(1632.46)} \right) \\
&= 1.025 (1-(-0.64)) \\
&= 1.025 \times 1.64 \\
&= 1.68
\end{aligned}$$

To obtain the result of test, the writer compared with  $r$  table. The  $r$  table is compared by getting degree of freedom (df). The formula of df as follow:

$$\begin{aligned} df &= (N_1 + N_2) - 2 \\ &= (41 + 42) - 2 \\ &= 83 - 2 \\ &= 81 \end{aligned}$$

The degree of freedom was 81. In degree of significant 5% and 1% were obtained 0.217 and 0.283. So, writer found that  $0.217 < 1.68 > 0.283$ . In conclusion, the test was reliable.

## 2) Reliability for Control Class (post test)

$$k = 42$$

$$m = 51.19$$

$$V_t = 8.75$$

$$\begin{aligned} r_{tt} &= \left( \frac{k}{k-1} \right) \left( 1 - \frac{M \{k-m\}}{k V_t^2} \right) \\ &= \left( \frac{42}{42-1} \right) \left( 1 - \frac{51.59 (42-51.59)}{42(8.75)^2} \right) \\ &= \left( \frac{42}{41} \right) \left( 1 - \frac{(-470.43)}{(3215.62)} \right) \\ &= 1.025 (1 - (-0.14)) \\ &= 1.024 \times 1.14 \\ &= 1.16 \end{aligned}$$

To obtain the result of test, the writer compared with  $r$ -table. The  $r$  table is compared by getting degree of freedom (df). The formula of df as follow:

$$df = (N_1 + N_2) - 2$$

$$= (41 + 42) - 2$$

$$= 83 - 2$$

$$= 81$$

The degree of freedom was 81. In degree of significant 5% and 1% were obtained 0.217 and 0.283. So, writer found that  $0.217 < 1.16 > 0.283$ . In conclusion, the test was reliable.

**Table 4.3**  
**Table Mean and Standard Deviation for Pre Test**  
**In Experimental Class and Control Class**

No	Score		X	Y	X <sup>2</sup>	Y <sup>2</sup>
	X <sub>1</sub>	Y <sub>1</sub>				
Student 1	40	40	-8	-7	64	49
Student 2	56	44	8	-3	64	9
Student 3	42	42	-6	-5	36	25
Student 4	40	40	-8	-7	64	49
Student 5	48	40	0	-7	0	49
Student 6	46	48	-2	1	4	1
Student 7	54	50	6	3	36	9
Student 8	46	42	-2	-5	4	25
Student 9	42	40	-6	-7	36	49
Student 10	54	48	6	1	36	1
Student 11	42	40	-6	-7	36	49
Student 12	52	46	4	-1	16	1
Student 13	44	40	-4	-7	16	49
Student 14	48	44	0	-3	0	9
Student 15	44	40	-4	-7	16	49
Student 16	44	44	-4	-3	16	9
Student 17	46	50	-2	3	4	9
Student 18	42	42	-6	-5	36	25
Student 19	40	56	-8	9	64	81
Student 20	54	52	6	5	36	25
Student 21	54	54	6	7	36	49
Student 22	54	56	6	9	36	81
Student 23	44	50	-4	3	16	9
Student 24	44	44	-4	-3	16	9
Student 25	46	42	-2	-5	4	25
Student 26	50	54	2	7	4	49
Student 27	46	46	-2	-1	4	1
Student 28	56	56	8	9	64	81
Student 29	54	50	6	3	36	9
Student 30	44	54	-4	7	16	49
Student 31	52	52	4	5	16	25
Student 32	48	60	0	13	0	139
Student 33	48	46	0	-1	0	1
Student 34	42	42	-6	-7	36	49
Student 35	44	62	-4	15	16	225
Student 36	48	50	0	3	0	9
Student 37	42	46	-6	-1	36	1
Student 38	82	42	34	-5	1156	25
Student 39	54	44	6	-3	36	9
Student 40	44	40	-4	-7	16	49
Student 41	48	48	0	1	0	1
Student 42	-	48	-	1	-	1
TOTAL	1968	1974	$\sum X = 0$	$\sum Y = 0$	2128	1468



$$Mx = \frac{\sum X1}{N} = \frac{1968}{41} = 48$$

$$My = \frac{\sum Y1}{N} = \frac{1974}{42} = 47$$

$$SDx = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{2128}{41}} = \sqrt{51.90} = 7.20$$

$$SDy = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{1468}{42}} = \sqrt{34.95} = 5.91$$

$$Fo = \frac{sb^2}{su^2} \frac{7.20}{5.91} = \mathbf{1.21}$$

To obtain the result of homogeneity, the writer compared with F table. The test is homogeneity if  $F_{table} > F_{obtained}$ . The F table is compared by getting degree of freedom (df). The formula of df as follow:

$$\begin{aligned} df &= (N1+N2)-2 \\ &= (41+42)-2 \\ &= 83-2 \\ &= 81 \end{aligned}$$

The degree of freedom was 81. In degree of significant 5% and 1% were obtained 1.69 and 2.11. So, writer found that  $1.69 > 1.21 < 2.11$ . In conclusion, the test was homogeneous.

## C. Data Analysis

### 1. The Students' Ability in Oral Composition

The writer did test to find out students' ability in oral composition. The data were obtained through post-test. To analyze the data, the writer used the following statistical formula to get the mean score (M) and standard deviation (SD).

Mean score of each class:

$$\bar{x} = \frac{\sum X}{N} \quad \text{for experimental class}$$

$$\bar{y} = \frac{\sum Y}{N} \quad \text{for control class}$$

Standard deviation each class:

$$SDx = \sqrt{\frac{\sum X^2}{N}} \quad \text{for experimental class}$$

$$SDy = \sqrt{\frac{\sum Y^2}{N}} \quad \text{for control class}$$

The mean score and standard deviation for post test can be seen in table below:

**Table 4.4**  
**Mean and Standard Deviation for Post-Test**  
**In Experimental Class**

Value (X)	f	fX	fX <sup>2</sup>
48	1	48	2.304
50	1	50	2.500
52	4	208	10.816
54	8	432	23.328
56	6	336	18.816
58	3	174	10.092
60	6	360	21.600
62	3	186	11.532
64	3	192	12.288
66	1	66	4.356
68	1	68	4.624
70	1	70	4.900
72	1	72	5.184
74	2	148	10.952
	N= 41	$\Sigma fX = 2410$	$\Sigma fX^2 = 143.292$

$$M_x = \frac{\Sigma fX}{N} = \frac{2410}{41} = 58.78$$

$$SD_x = \sqrt{\frac{\Sigma fX^2}{N} - \left(\frac{\Sigma fX}{N}\right)^2}$$

$$= \sqrt{\frac{143.292}{41} - \left(\frac{2410}{41}\right)^2}$$

$$= \sqrt{3494.92 - (58.78)^2}$$

$$=\sqrt{3494.92 - 3455.08}$$

$$=\sqrt{39.84}$$

$$= 6.31$$

**Table 4.5**  
**Mean and Standard Deviation for Post-Test**  
**In Control Class**

Value (Y)	F	fY	fY <sup>2</sup>
40	3	120	4.800
42	7	294	12.348
44	3	132	5.808
46	4	184	8.464
48	3	144	6.912
50	4	200	10.000
52	2	104	5.408
54	2	108	5.832
56	3	168	9.408
58	3	174	10.092
60	2	120	7.200
62	1	62	3.844
64	1	64	4.096
66	1	66	4.356
68	1	68	4.624
70	1	70	4.900
72	1	72	5.184
	N= 42	$\sum fX = 2150$	$\sum fX^2 = 113.276$

$$My = \frac{\sum fY}{N} = \frac{2150}{42} = 51.19$$

$$SDy = \sqrt{\frac{\sum fY^2}{N} - \left(\frac{\sum fY}{N}\right)^2}$$

$$= \sqrt{\frac{113.276}{42} - \left(\frac{2150}{42}\right)^2}$$

$$= \sqrt{2697.04 - (51.19)^2}$$

$$= \sqrt{2697.04 - 2620.41}$$

$$= \sqrt{76.63}$$

$$= 8.75$$

After finding mean score and standard deviation score, the writer analyzed t-test as follow:

$$to = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

$$to = \frac{58.78 - 51.19}{\sqrt{\left(\frac{6.31}{\sqrt{41-1}}\right)^2 + \left(\frac{8.75}{\sqrt{42-1}}\right)^2}}$$

$$to = \frac{7.59}{\sqrt{\left(\frac{6.31}{\sqrt{40}}\right)^2 + \left(\frac{8.75}{\sqrt{41}}\right)^2}}$$

$$to = \frac{7.59}{\sqrt{\left(\frac{6.31}{6.33}\right)^2 + \left(\frac{8.75}{6.4}\right)^2}}$$

$$to = \frac{7.59}{\sqrt{(0.99)^2 + (1.36)^2}}$$

$$o = \frac{7.59}{\sqrt{(0.98) + (1.84)}}$$

$$to = \frac{7.59}{\sqrt{2.82}}$$

$$to = \frac{7.59}{1.68}$$

$$to = 4.51$$

## 2. Testing Hypothesis

$t$  obtained 4.51. The T table is compared by getting degree of freedom (df).

The formula of df is as follow:

$$df = (N1 + N2) - 2$$

$$= (41 + 42) - 2$$

$$= 83 - 2$$

$$= 81$$

The degree of freedom was 81. Because the degree of freedom 81 was not found in T-table, the writer took 80. T-table in the degree of significance 5% and 1% was obtained 1.99 and 2.64. So, the writer found that  $1.99 < 4.51 > 2.64$ . So, it can be analyzed that  $t_o$  is higher than T-table in either 5% or 1%. It can be said that  $H_o$  is rejected and  $H_a$  is accepted.

Based on data either classroom observation or test, the writer found that students of experimental class were able to create oral composition, they were able to describe and arrange story from pictures, and they were able to develop creative thinking. It is proved by percentage classroom observation is 76.25% and mean score of test is 58.78. Moreover, the result of t-test is 4.51. It shows that using pictures have effect positively toward students' ability in oral composition. So, there is significant effect of using pictures toward students' ability in oral composition.

### **3. Interpretation**

This experiment showed that the mean score of both classes were different. The mean score of result post test in experimental class is 58.78 and control class is 51.19. It can be stated that using pictures have effect positively toward students' ability in oral composition. It is proved by the mean score in experimental class is much higher than mean score in control class. So, using pictures can increase students' ability in oral composition.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

To speak English needs ideas. Even though speakers get many mistakes but they should be confident to express ideas. Students are difficult to gain and express their ideas orally, they often run out ideas, and have lack vocabularies. It cause students are not able to create oral composition. One of ways to reduce students difficulties are by using pictures

The focus of this research is to find out whether there is significant effect of using pictures toward students' ability in oral composition at natural science program of SMA Negeri I Ujungbatu Rokan Hulu. Based on the result of classroom observation, it can be seen that 76.25% the teacher had been implemented treatments of using picture to increase students' ability in oral composition in the classroom.

Based on the data analysis, there is significant effect of using pictures toward students' ability in oral composition at natural science program of SMA Negeri 1 Ujungbatu Rokan Hulu. It can be seen that  $t_o$  obtain is bigger than T-table in degree of significance 5% and 1%. It was obtained 1.99 and 2.64. So, the writer found that  $1.99 < 4.51 > 2.64$ . Moreover the average scores obtained by Experimental class showed higher than Control class, that Experimental class is 58.78 and control class is 51.19. It means that there is significant different between students that is given treatment and students without treatment in oral composition.



## **B. Suggestion**

Based on the conclusion, the writer obtained from this research that using pictures has effect toward students' ability in oral composition. The students can express their ideas directly and able to imagine the situation of picture. Therefore, the writer wanted to give some suggestions, as follows:

1. The teacher can use this technique to increase students' ability in oral composition.
2. The students should always be able to produce oral composition and be confident to express ideas and are not awkward to make composition in oral.
3. The School applies English days in order to improve students' ability in speaking English.

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## APPENDIX

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APPENDIX II.1 Test for Pre-Test

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## BIOGRAPHY



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